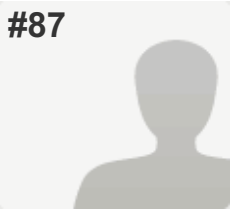


#87

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 30, 2016 7:33:08 AM**Last Modified:** Thursday, June 30, 2016 7:58:55 AM**Time Spent:** 00:25:47**IP Address:** 173.20.233.186

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Q1: Name of School District:	Des Moines Public Schools
Q2: Name of Superintendent	Dr. Tom Ahart
Q3: Person Completing this Report	Jeri Moritz

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Q4: 1a. Local TLC Goal

Attract and Retain:

- (1) Increase # of qualified applicants
- (2) Increase 3-year teacher retention rate from 72% (2010 -11) to 80% (2014-15)

Q5: 1b. To what extent has this goal been met?

(no label)	Fully Met
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Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Teacher Application Data and Percentage of Applicants with proper endorsements per position:

2015-2016:

The data below reflects the individual job titles, the number of applicants for the number of available positions, and the % of qualified candidates.

School Leadership Team: 394 applied, 329 were qualified for 329 positions = 83%

PLC Facilitator: 139 applied, 111 were qualified for the 111 positions = 79%

Innovation Classroom: 184 applied, 184 were qualified for the 182 positions = 100%

Demo Classroom: 120 applied, 89 were qualified for the 88 positions = 74%

Instructional Coaches: 232 applied, 182 were qualified for the 182 positions = 78%

Induction Coaches: 88 applied, 63 were qualified for the 3 positions = 71%

2016-2017:

In preparation for the 2016-2017, the data below reflects the individual job titles, the number of applicants for the number of available positions, and the % of qualified candidates.

School Leadership Team Member: 222 applied, 211 were qualified for 208 positions = 95%

PLC Leader for Schools for Rigor Sites: 65 applied, 65 were qualified for 62 positions = 100%

PLC Facilitator: 59 applied, 59 were qualified for 58 positions = 100%

Mentors (100% Classroom): 325 applied, 325 were qualified for 318 positions = 100%

Innovation Classroom: 31 applied, 29 were qualified for 27 positions = 93%

Demonstration Classroom for Preschool only 9 applied, 9 were qualified for 8 positions = 100%

Third year retention data:

2014-2015 school year – 91.4% of beginning teachers returned for a third year of teaching.

2015-2016 school year - 96.7% of beginning teachers returned for third year of teaching.

Overall district retention data:

District retention is defined as the number of employees who did not resign from district divided by the sum of the number of employees who did not resign from the district and the number of employees who did resign from the district.

During the 2014-2015, the overall district retention rate was 91.1%.

During the 2015-2016, with the implementation of TLC, the overall district retention rate increased to 94.5%.

Q7: 2a. Local TLC Goal

Increase teacher feedback to impact core instruction

Q8: 2b. To what extent has this goal been met?

(no label)

Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Coaching Documentation:

DMPs TLC Instructional Coaches were engaged in four six-week learning cycles. Participation in the learning cycles is voluntary by the teachers. Several schools had nearly 100% participation in learning cycles. In addition, because of the benefits of participation in the learning cycle, a number of teachers chose to participate in more than one learning cycle. Self-reported participant years of teaching according to the learning cycle surveys indicates that those with:

LC1 – This data was not collected LC2 – 1 year of teaching = 3.5%

2 years of teaching = 9% 3 – 5 years of teaching = 19.6%

6 – 10 years of teaching = 21.9%

11 – 20 years of teaching = 27.6%

21+ years of teaching = 18.3%

LC3 - 1 year of teaching = 5.1% LC4 - 1 year of teaching = 5.6%

2 years of teaching = 8% 2 years of teaching = 9.8%

3 – 5 years of teaching = 19.8% 3 – 5 years of teaching = 18.8%

Impact of TLC Plan - 2015-2016

0 – 5 years of teaching = 17.9% 6 – 10 years of teaching = 19.4%
6 – 10 years of teaching = 17.9% 11 – 20 years of teaching = 29.7%
11 – 20 years of teaching = 32.9% 21+ years of teaching = 16.7%

Each fulltime TLC Instructional Coach had 8 – 10 teachers as a part of the “case load” during the six week cycle. Our .5 TLC Instructional Coaches had 4 – 5 teachers as a part of their “case load” during each six week cycle. The learning cycles consisted of both Individual Learning Cycle (ILC) and the Collaborative Learning Cycle (CLC). The work of the learning cycle is focused on each participant’s or team’s personal growth plan based upon self-selected element(s) from Marzano’s Instructional Framework and the goal that they set. The teachers self-assessed based upon Marzano’s Instructional Framework both at the beginning of the learning cycle and at the end of the learning cycle to self-reflect on their growth based upon the demonstrated desired effects of implementation on their students. This data was submitted electronically by the TLC Instructional Coaches to the district TLC Coordinators.

The TLC Instructional Coaches were also members of their building’s School Leadership Team and dedicated a total of 74,007 minutes with an average of 7 hours for each coach to engage as a member of these teams.

During the 2015 – 2016 school year, the TLC Instructional Coaches met with 2,413 teachers and engaged in 1,094,810 minutes in Individual Learning Cycles (ILC) and 167,943 minutes within Collaborative Learning Cycles (CLC). These minutes equated to 16,688 individual coaching sessions and 6,853 group coaching sessions. The average number of coaching sessions per teacher participant in the learning cycles was 19.6. In addition, 23,809 classroom observations by the TLC Instructional Coaches were also documented as a part of the learning cycle process.

TLC Teacher Survey Data:

An end of year TLC survey was sent to all certified staff in April of 2016 to measure impact on reflective instructional practices, collaboration, and core instruction. The results indicate that:

91% agreed that as a result of their interactions with the TLC positions, they were offered meaningful opportunities to collaborate with and learn from each other to improve instruction.

85% agreed that as a result of their interactions with the TLC positions, they received coaching and professional development on best practice related to assessment and instruction.

84% agreed that as a result of their interactions with the TLC positions, they received direct support with curriculum implementation, knowledge development, strategy integration, and/or PLC facilitation.

86% agreed that as a result of their interactions with the TLC positions, they received honest, open, and constructive feedback to improve instruction.

90% agreed that as a result of their interactions with the TLC positions, they engaged in reflective, non-evaluative dialogue with colleagues.

80% agreed that as a result of their interactions with the TLC positions, they engaged in collaboration with colleagues on the interpretation of student data to improve education practice and student learning.

77% agreed that as a result of their interactions with the TLC positions, they experienced a focus on school improvement through shared leadership.

End of Year Learning Cycle Data:

Each of the four learning cycles are denoted below as LC1, LC2, LC3, & LC4.

Overall, the TLC Coaching Sessions have been effective for me.

LC1 – 44.2% Agreed & 51.5% Strongly Agreed

LC2 – 37.9% Agreed & 60.1% Strongly Agreed

LC3 – 32.4% Agreed & 65.5% Strongly Agreed

LC4 – 32.4% Agreed & 64.5% Strongly Agreed

The work I did with my TLC coach has impacted my teaching.

LC1 – 46.7% Agreed & 48.5% Strongly Agreed

LC2 – 41% Agreed & 56.8% Strongly Agreed

LC3 – 38.5% Agreed & 50.9% Strongly Agreed

LC4 – 35.3% Agreed & 62.9% Strongly Agreed

My coach helped me reflect on my teaching practice.

LC1 – 38.3 % Agreed & 59.2% Strongly Agreed
LC2 – 33.7% Agreed & 64.3% Strongly Agreed
LC3 – 28.6% Agreed & 69.5% Strongly Agreed
LC4 – 34.7% Agreed & 63.4% Strongly Agreed

This learning cycle has improved student achievement in my classroom.

LC1 – 68.8% Agreed & 23.1% Strongly Agreed
LC2 - 66.6% Agreed & 27.6% Strongly Agreed
LC3 – 59.6% Agreed & 36.4% Strongly Agreed
LC4 – 55.2% Agreed & 39.5% Strongly Agreed

When working with the TLC Coach, I felt comfortable taking risks.

LC1 – 33.8% Agreed & 64.2% Strongly Agreed
LC2 - 28.6% Agreed & 69.8% Strongly Agreed
LC3 – 26.7% Agreed & 71.9% Strongly Agreed
LC4 – 28.9% Agreed & 69% Strongly Agreed

The length of the learning cycle was...

LC1 – 20.3% Too Short, 73.6% Just Right, 6.1% Too Long
LC2 – 22.4% Too Short, 73.6% Just Right, 2% Too Long
LC3 – 17.1% Too Short, 78.6% Just Right, 4.3% Too Long
LC4 – 11.1% Too Short, 83.6% Just Right, 5.3% Too Long

Q10: 3a. Local TLC Goal

Increase the # of effective Teacher Leaders by 520 positions.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

TLC Selection Process:

A total of 869 positions were originally written into the district's original TLC application and they fell within three levels: Coaches, District-Wide Teacher Leaders, and School-Based Teacher Leaders. Within each of these levels a number of positions were identified as listed below.

2015-2016 TLC Position = 783 TLC positions (actual) / 2807 DMPS teachers = 28% of DMPS teachers with TLC positions.

PLC Facilitators = 82

School Leadership Team members = 328

Demonstration Teachers = 50

Innovation Teachers = 114

TLC Instructional Coaches = 150

IB Coaches = 6

Special Education Support Teachers = 16

TLC Coordinators = 2

Existing Instructional Coaches = 17

Induction Coaches = 18

The hiring process included an online application through AppliTrack. The requirements included three years of teaching experience including one year in DMPS, three references including a current supervisor and two DMPS colleagues. The selected applicants then participated in a rigorous interview process in which they also demonstrated their skill level within a teaching and/or coaching segment.

During the spring of 2016, those who held TLC positions were able to indicate interest in renewing their positions, however this was not a guarantee of their position. All new and open positions were posted on AppliTrack for application and again updated references were required and interviews held. In addition, for those who applied for renewal, an annual review was conducted of the assignment based upon peer feedback from the end of year survey results as well as submitted artifacts demonstrating positive impact on core instruction.

Job Description Review:

In March of 2016, all TLC job descriptions were reviewed and updated in order to more accurately articulate the expectations within each role. In addition, new TLC positions were developed, submitted, and approved by the Iowa Department of Education for the 2016-2017 school year. As a part of the amendment process for the current TLC plan. The new positions include 250 Mentors (100% in the classroom) to support 1st and 2nd year teachers, 297 MTSS Team members, and 58 PLC Leaders for Demonstration Site Schools for Rigor.

2016-2017 Available TLC positions = 979 available positions / 2807 DMPS Teachers = projected 34% of DMPS teachers with TLC positions.

PLC Facilitators = 85

School Leadership Team Members = 297

Demonstration Teachers = 51

Innovation Teachers = 115

TLC Instructional Coaches = 66

IB Coaches = 2

Special Education Support Teachers = 16

TLC Coordinators = 2

Existing Instructional Coaches = 37

PLC Leaders – Demonstration Site Schools for Rigor = 58

Mentors (100% Classroom) = 250

Q13: 4a. Local TLC Goal

Increase student achievement through quality core instruction.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Impact of TLC Plan - 2015-2016

The following Iowa Assessment data is from the district wide assessment results. Each grade level is indicated and includes the increase or decrease from the spring of 2015 to the spring of 2016.

Reading:

3rd grade reading proficiency increased 1.3% from 2015 (59.3%) to 2016 (60.6%)
4th grade reading proficiency decreased -3.0% from 2015 (60.9%) to 2016 (57.9%)
5th grade reading proficiency decreased -1.0% from 2015 (65.3%) to 2016 (64.3%)
6th grade reading proficiency decreased -.1% from 2015 (60.0%) to 2016 (59.9%)
7th grade reading proficiency increased .6% from 2015 (59.7%) to 2016 (60.3%)
8th grade reading proficiency increased .6% from 2015 (58.9%) to 2016 (59.6%)
9th grade reading proficiency decreased -1.5% from 2015 (68.3%) to 2016 (66.9%)
10th grade reading proficiency increased 1.8% from 2015 (71.4%) to 2016 (73.2%)
11th grade reading proficiency decreased of -1.0% from 2015 (62.8%) to 2016 (61.8%)

Math:

3rd grade math proficiency increased .3% from 2015 (65.7%) to 2016 (65.9%)
4th grade math proficiency decreased -2.7% from 2015 (62.4%) to 2016 (59.7%)
5th grade math proficiency increased 3% from 2015 (55.9%) to 2016 (58.8%)
6th grade math proficiency decreased -1.4% from 2015 (57.2%) to 2016 (55.8%)
7th grade math proficiency decreased -1.0% from 2015 (67.2%) to 2016 (66.2%)
8th grade math proficiency decreased -4.0% from 2015 (57.8%) to 2016 (53.7%)
9th grade math proficiency decreased -4.9% from 2015 (62.7%) to 2016 (57.8%)
10th grade math proficiency increased 1.7% from 2015 (65.2%) to 2016 (66.8%)
11th grade math proficiency decreased -4.6% from 2015 (66.9%) to 2016 (62.3%)

Science:

3rd grade science proficiency decreased -0.4% from 2015 (61.8%) to 2016 (61.5%)
4th grade science decreased -1.2% from 2015 (68.5%) to 2016 (67.3%)
5th grade science proficiency increased 0.1% from 2015 (62.4%) to 2016 (62.5%)
6th grade science proficiency decreased -2.0% from 2015 (54.3%) to 2016 (52.3%)
7th grade science proficiency increased 0.1% from 2015 (62.0%) to 2016 (62.1%)
8th grade science proficiency decreased -1.0% from 2015 (69%) to 2016 (67.9%)
9th grade science proficiency decreased -0.1% from 2015 (62.8%) to 2016 (62.6%)
10th grade science proficiency increased 6.6% from 2015 (59.7%) to 2016 (66.3%)
11th grade science proficiency decreased -2.5% from 2015 (61.8%) to 2016 (59.3%)

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Increase student engagement from 57% (Fall 2013) to 65% (Fall 2016) through quality core instruction.

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Student Gallup Poll baseline data indicates that:

- Fall of the 2014-2015 school year, 49% of our students indicated hope and 54% were engaged in their schools.
- Fall of the 2015-2016 school year, 45% of the students indicated hope and 49% were engaged in their schools.

This baseline will be compared to the data collected in the Fall of 2016 to demonstrate growth with the implementation of the TLC grant.

Q19: 6a. Local TLC Goal

Improve core instruction via 75% of teacher's district-wide implementing the instructional Framework with fidelity by 2017.

Q20: 6b. To what extent has this goal been met?

(no label)

Mostly Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

In order to improve core instruction. DMPS is implementing the Marzano Instructional Framework. The goal is to have 75% of teachers district-wide implementing the Instructional Framework with fidelity by 2017. To meet this goal, multiple opportunities for all staff members to engage in training have been offered as listed below.

Summer 2015, 692 teachers registered for and attended Marzano Instructional Framework training.

June of 2016, 1205 teachers registered for Marzano Instructional Framework training.

July of 2016, 155 teachers are registered for the two Marzano Instructional Framework training session offered.

Thus by July 30, 2016, 73% (2052/2807) of the district's teaching staff will have engaged in Marzano Instructional Framework training.

In addition, throughout the course of the 2015 – 2016 school year, additional support in order to increase achievement in the core was provided through Standards Reference Grading (SRG) training. Over 350 teachers participated in SRG training across the district.

June 2016, 225 additional teachers will participate in SRG training.

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

TLC adjustments that were submitted in April of 2016 and approved by the Iowa Department of Education included:

- The addition of 58 PLC Leaders for Demonstration Site Schools for Rigor
- PLC Facilitators from \$1,000 to \$600 salary supplement
- TLC Coordinators from 20 to 30 PD days
- Elimination of 15 Induction Coaches (salary and salary supplement both paid with TLC funds) to support 1st and 2nd year teachers and addition of 250 Mentors (100% in the classroom) to support 1st and 2nd year teachers
- 297 MTSS Team members

In addition, because of the positive results and increased demand for TLC Instructional Coaches, DMPS has expanded the support within our Early Childhood programs with two additional TLC Instructional Coaches.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

TLC Program Feedback:

With the experiences from the TLC position, I am becoming a better teacher and professional. I love sharing my new knowledge with my fellow teachers.

All of the TLC programs have brought energy back to this district; it's restored actual coaching and helped streamline efforts to improve instruction.

Being a part of the demonstration teacher position as well as the school leadership team allowed me the opportunity to attend more training, reflect on my leadership role in our PLC, and require me to truly reflect on the Marzano elements in a non-evaluative way. The learning cycle work with the TLC instructor was both informative and reflective.

I think that the TLC positions, if implemented properly, can and will improve teaching and learning. We are in a period of education where we all need to be reflective and open to try new things in our classrooms to meet the needs of all of our diverse learners. The TLC grant gives us that opportunity.

The Innovative Teacher had excellent ideas and showed how she implemented better interactions with students.

My TLC coach has helped me reflect mostly on why I use certain strategies in my classroom, and how those strategies should develop as the year continues. I have also had the opportunity to develop a PD with the support of my TLC instructional coach.

I was a little hesitant about working with a TLC Coach on Marzano's Reflective Teaching. I was worried it would be a lot more work on my already filled plate. I was wrong. It was a very positive experience and I loved working with my coach. We did some great lessons together and did some team teaching!

Working with our two building TLC coaches and our SIOP coach has been very rewarding and beneficial to me and has positively influenced student learning in my classroom. In addition, I had a student teacher and was able to use information learned from working with these three great coaches to better coach him on working with a diverse population of students. The two learning cycles and the formal and informal conversations I have had has far and away been the best professional development activity I have participated in!

My students' academic and behavioral performance improved after I worked with the TLC coach so I signed up for another session! It was well worth the time. She videotaped my teaching Friday and I was able to watch the students. It made me think more about increasing their engagement in my instruction...and I do a lot of engagement activities.

I had a good experience with my TLC coach. She helped me take an idea I had for my classroom and implement it successfully. I'm grateful she had time to help me. I'm not sure I would have implemented the idea fully without her support.

It caused me to be more reflective and discuss the reasons I was making change in the classroom. Sometimes as individuals we do things in our rooms and don't process as to why.

It has allowed me to focus on improving various aspects of my teaching even though I have been doing this job for over 25 years. Old dogs DO learn new tricks!

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.